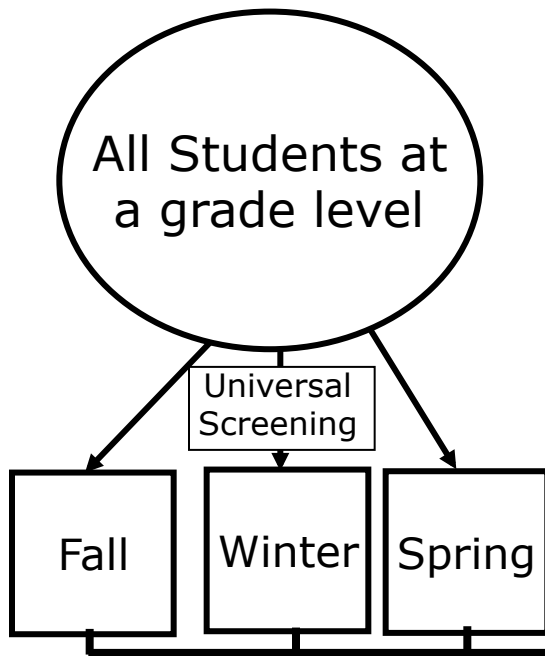


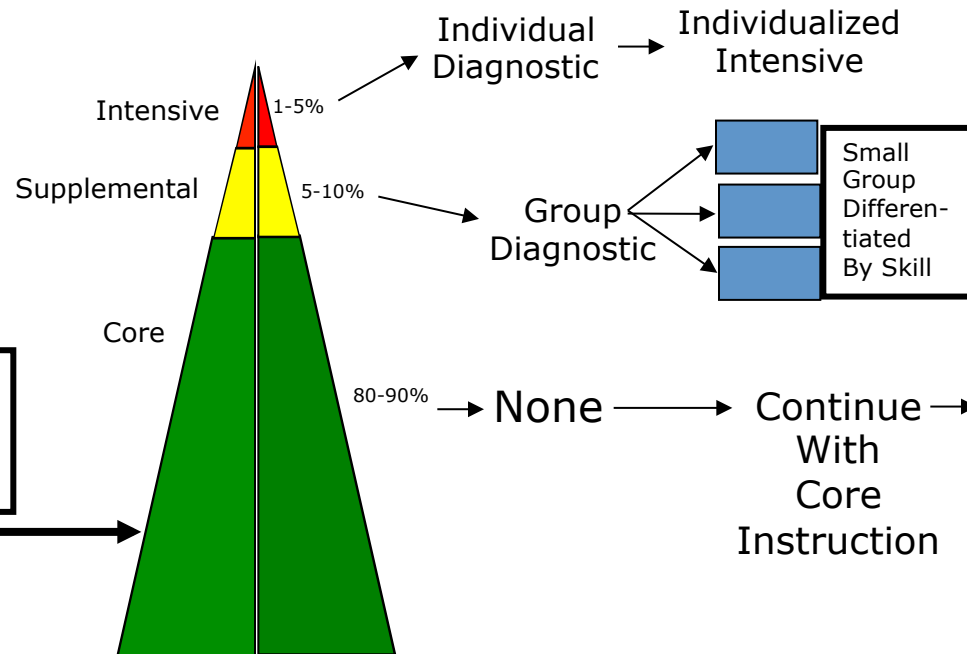
At a General Level: What Does RtI Look Like?

Step 1



Step 2

Addl.
Diagnostic
Assessment

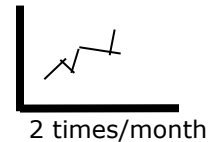


Step 3

Instruction

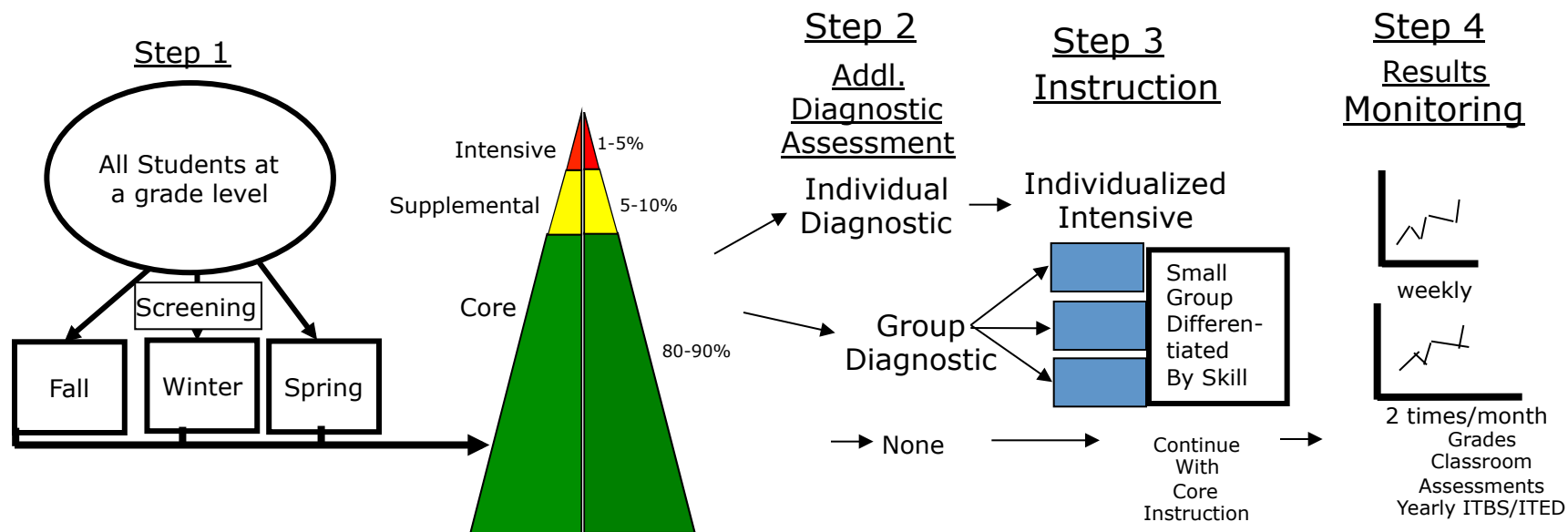
Step 4

Results
Monitoring



Grades
Classroom
Assessments
Yearly ITBS/ITED

CLARIFYING EXPECTATIONS



Teacher will make sure:

1. All students have been given the DIBELS assessment
2. All data has been entered
3. A copy of the class-wide data is printed

Questions/concerns: Contact Building Principal

Teacher will:

1. Calculate what percent of the class is at benchmark
2. If below 80%, determine "core" instructional needs (Beef-up based on data)

Questions/Concerns:

K-3 Contact Reading Teachers

4-6 Contact ____-building teacher w/reading background

Teacher will:

1. Place all non-proficient students into the 4-Boxes
2. Determine if there is a need for additional diagnostic assessment(s) -see grade level sheet
3. Ensure diagnostic assessments are given
4. Bring all data to grade level meetings

Questions/Concerns:

K-3 Contact Reading Teachers

4-6 Contact ____ Building Teacher with Rdg. Background

Grade Level Data Meetings:

1. Discuss briefly additions/changes made to core
 2. Share 4-Box data and other diagnostic data results.
 3. Group kids with similar instructional needs. (COMPARE TO PRIOR GROUPING- IF AVAILABLE)
 4. Complete the group intervention Plan form. (one per group)
 - Who, what, when, where of instruction
 - Who, what, when, where of monitoring
 - Who and when of parent notification

NOTE: if any changes are made during Intervention period, document on form.
 5. Attach an implementation log and graphs
 6. Set date to meet back for check-in (4-6 weeks)
- Questions/Concerns: District Based Team & IDM Team, Content Specialist

Prior to Grade Level Data Meetings